

**EDL 652: Instructional Improvement and Evaluation
Syllabus
Spring 2009**

**San Diego State University
College of Education
Educational Leadership Department**

It is the mission of the Educational Leadership Faculty to:

**Develop exceptional leaders in diverse preK-12 school systems
Collaborate with K-12 leaders in effecting ever-higher student achievement
Offer quality administrator development programs using effective learning
environments.**

Motto:

**SHAPE THE FUTURE
BE AN EDUCATIONAL LEADER**

I. CONTACTING THE INSTRUCTOR

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II. CATALOG DESCRIPTION

Improvement of instruction through application of principles and practices in assessment of teaching competency; development of teaching profiles; and leadership skills in working with teachers to improve performance.

III. COURSE STANDARDS

This course totally or partially meets the following California Professional Standards for Educational Leadership (CPSEL):

Standard 1: Vision of Learning

- 1(a) Know how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

- 1(b) Can identify and address barriers to accomplishing the vision.

Standard 2: Culture of Teaching and Learning

- 2(a) Understands and is able to create an accountability system of teaching and learning based on student learning standards.
- 2(b) Utilizes research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- 2(c) Knows how to shape a culture in which high expectations for all students and for all subgroups of students is the core purpose.
- 2(d) Guides and supports the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.

Standard 3: Management of the School in the Service of Teaching and Learning

- 3(a) Monitors and supervises faculty and staff at the site, managing and evaluating the instructional program.

Standard 4: Personal Ethics and Leadership Capacity

- 4(a) Demonstrates skills in shared decision-making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 4(b) Models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
- 4(c) Demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 4(d) Is able to utilize technology to foster effective and timely communication to all members of the school community.
- 4(e) Is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 4(f) Demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- 4(g) Knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- 4(h) Engages in professional and personal development.
- 4(i) Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

- 4(j) Knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.
- 4(k) Protects the rights and confidentiality of students and staff.

Standard 5: Political, Social, Economic, Legal and Cultural Understanding

- 5(a) Understands the role as a leader of a team and is able to clarify the role and relationships of individuals within the school.
- 5(b) Ensures that the school operates within the parameters of federal, state and local laws, policies, regulations, statutory, and fiscal requirements.
- 5(c) Demonstrates responsiveness to diverse community and constituent views and groups and generates support for the school by two-way communication with key decision makers in the school community.
- 5(d) Knows how to work with the Governing Board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 5(e) Knows how to influence and support public policies that ensure the equitable distribution of resources and support for all groups of students.
- 5(f) Welcomes and facilitates constructive conversations about how to improve student learning and achievement.

IV. TEXTS AND SUPPLEMENTAL MATERIALS

A. Required Texts

1. Platt, Alexander; Tripp, Caroline; Ogden, Wayne & Fraser, Robert. (2000). *The skillful leader—confronting mediocre teaching*. Ready About Press.
2. Glickman, Carl; Gordon, Stephani; & Ross-Gordon, Jovita. (2009). *The basic guide to supervision and instructional leadership*. Pearson Education, Inc.

B. Supplemental Materials

1. Andelson, Steven J. (2001). *Practical guidelines for evaluators in documenting unsatisfactory employee performance*. Four Star Printing and Graphics.

V. STUDENT REQUIREMENTS

E-Mail Address

It is imperative that you have an active e-mail address on file with the department office and the instructor. Should you change the address, please notify the department and the instructor promptly.

Class Participation

Classes are structured on the belief that each student has important contributions to make to class discussions and that one's learning is greatly enhanced by collaborative interactions with other students. Quality participation in discussions, presentations, and exercises is an expectation, as is quality written work. Students are expected to attend all class sessions, having read and prepared any material assigned for that day unless prevented from doing so by an emergency or illness. **Class absences and/or tardies may result in a lowered grade.** Please notify the instructor by phone or e-mail if you expect to be absent. Work is due on the day assigned. **Late work may result in a lowered grade.** All students are expected to have and use e-mail accounts. Special problems need to be discussed with the instructor privately.

VI. COURSE ASSIGNMENTS

When preparing writing assignments for submission, please do not use special binders, folders, etc. Simply put your name and the course in the top, right-hand corner and staple the upper, left-hand corner. Also, be sure to use APA style for all written projects. Here are some on-line writing and research references you might find helpful.

APA Style <http://www.apastyle.org/>

This is the official website of the American Psychological Association (APA) Publication Manual. This site provides APA style tips as expected. Citing Electronic Media in APA Style - The material provided by this site covers commonly asked questions regarding how to cite electronic media. Because electronic media change rapidly, this site provides e-mail updates regularly. This page also shows how to remove bias in language regarding disability, sexuality, and race and ethnicity.

VII Template for APA Format – Reference Point Software

<http://www.charm.net/~rps/whatdo.htm>

The templates found at this fee-based site aid writers in conforming to APA style. The templates provided do two basic things: 1) With just a few clicks of the mouse, a writer can set up a document in APA format that is ready to type into. 2) The templates make typing the reference list much easier. These templates are based on the 5th edition of the APA Publication Manual and are not affiliated with APA.

Project 1: Group Demonstration—Developmental Supervision Behavior

Each group will be assigned a developmental supervisory behavior. The group will be expected to read the pertinent chapter in the Glickman text (Chapter 8, 9, 10, or 11), and role play a **realistic scenario** between a supervisor and teacher. (Comedy and entertainment is not the objective here) In the scenario—kept to no

more than five minutes—the supervisor and teacher model the assigned developmental supervisory behavior. (See the assigned chapter for an example) The focus/issue for the conference between the supervisor and teacher will be invented by the group, and will mimic a realistic matter at either the elementary, middle or high school level. Group members who do not participate in the mock scenario will be expected to present a 10 minute presentation of the chapter’s significance to aspiring administrators. At the least, summarize the strengths and limitations of the behavior, issues supervisors should consider in selecting the behavior, and challenges supervisors may confront when using an approach that is not their dominant style.

Project 2: Clinical Supervision.

Complete two full clinical supervision cycles (***) with one peer—a novice teacher, or student teacher would be preferable. However, any volunteer teacher amenable to this exercise would be suitable

1. Pre-conference with the teacher. Use the “Preobservation Form” provided or your district’s form. The teacher you observe should complete this form prior to or during the conference. You may use a fictitious name. Jointly decide on the focus of the observation and the data collection method to be used. Length of conference: 10-15 minutes
2. Observation. Do your best to collect all relevant data. You do not have to record every classroom utterance or occurrence, simply get the flow of the lesson, the structure of the teaching and learning, and the pertinent teacher decisions that impacted the lesson. In time, you will become more proficient with data collection techniques. Length of observation: minimum of 20 minutes.
3. Data Analysis. Here you will organize and analyze the data gathered during the observation. You may want to refer to the “Suggested Procedures for Clinical Supervision” form to assist you in preparing for the feedback conference. Your task is to identify the teacher’s areas of strength and opportunities for growth as evidenced during the instructional episode. Further, you are to determine the supervisory approach you will use with the teacher during the post-conference.
4. Post-conference. Use an appropriate format to guide you through this conference such as the “Elements of an Effective Conference.” Take appropriate notes to submit with your assignment. Your objective is to promote teacher reflection on his/her instruction, with a least 50% teacher talk. Time for conference: 20-30 minutes
5. Critique of previous four steps. In addition to submitting preobservation forms, scripted notes, postconference forms and notes, include your reflection of the experience as a whole, reasons for the decisions you made, significant aspects that contributed or detracted from the experience, etc. The critique

should be a quality introspective paper of no less than three pages that engages you in personal inquiry toward your own growth as a supervisor/evaluator. The paper should not simply chronicle what occurred at each stage, but provide a reflection of how well the process served the teacher and supervisor, how well it achieved the purpose and anything you learned for “vest pocket investment” for the future.

*** For the second observation of the same teacher, you may forgo the pre-conference step if you determine the follow-up observation during the first post-conference.

Project 3: Dilemma of Practice.

Converse with a practicing school administrator(s) and identify a dilemma of practice (contractual implication) related to the implementation of your instructional improvement strategy for your target population. This project supports Task 4A of your field experience.

1. Analyze the dilemma through informed conversations with your site supervisor and union building representative.
2. Consider the contractual implications of the recommended strategy. Is the strategy consistent with district rules and guidelines? Is the strategy consistent with the provisions of your district’s CBA?
3. If the school does not have a CBA, or your strategy does not pose any contractual challenges, consider the impact of the proposed strategy on faculty/staff morale, the school’s charter, and/or other related policies.
4. Finally, plan for the best solution(s) to the dilemma considering your district’s CBA. If no dilemma exists, identify factors that may impact your proposed strategy (e.g., teacher expertise level, staff buy-in, school culture, etc.), and the best way to deal with the impacts.

Project 4: Design a Teacher Improvement Plan.

Referring to Chapters 5 and 6 in the Platt text, complete an improvement plan for a mediocre teacher. Review the background information on the teacher including your analysis of his/her lesson observations, walkthrough feedback, and develop a remediation plan that identifies the problem(s), develops performance goals, selects strategies/activities, determines support structures, data collection sources and provides for evidence of progress. This will be a group project that will be presented in class, but will require individual and group preparation. Your group will also role-play the summative conference between the supervisor and the mediocre teacher and, subsequently, present the design components of the improvement plan for the assigned teacher. Details follow regarding the procedures for conducting the role-play.

Project 5: Supervisory Beliefs Inventory.

Referring to Chapter 5 in the Glickman text, complete the Supervisory Beliefs Inventory to assess your own beliefs about teacher supervision and professional development. The inventory is attached as a file in the Assignments section of Blackboard, and is designed to be self-administered and self-scored. The results—page 92 only of the Inventory-- are to be forwarded to your professor in a timely manner for aggregate analysis. (Note: If you scan and send as a pdf file, please write your name on the scoring key page)

Project 6: Supervisor’s Self-Assessment.

Referring to Chapter 6 in the Glickman text, complete the Supervisor Self-Assessment to assess the level of satisfaction/dissatisfaction between supervisors and teachers regarding supervisory behavior. The results will be forwarded to your professor for aggregate analysis and class discussion. (Note: The assessment can be found and completed in Blackboard, under Assignments)

Role-Play Procedures

Each home group will role-play a summative conference between a supervisor and a mediocre teacher. The supervisor will be selected from the home group, however, the mediocre teacher will be role played by a class member from another home group. The remaining members of the home group will present the Improvement Plan that has been designed for their assigned mediocre teacher, with copies of the plan for class distribution. Refer to Chapter 6 of the Platt text to design the elements of your plan and your rationale for its depth.

Course Topic Outline

Subject to Change

| Session | Big Ideas/Essential Questions | Reading | Assignment Due |
|----------|---|-----------------------|----------------|
| March 17 | <ul style="list-style-type: none">• What factors inhibit and contribute to school success?• Nurturing “a cause beyond oneself.”• What are the qualifications of an effective teacher? | Glickman Pgs. 3-40 | |

| Session | Big Ideas/Essential Questions | Reading | Assignment Due |
|----------|---|---|---|
| March 24 | <ul style="list-style-type: none"> •Introduction to developmental supervision and clinical supervision. •Discuss results of Supervisory Beliefs Inventory •Examine case studies. | Glickman Pgs. 72-113, 227-239 Glickman Pgs. By Group #1 241-261 #2 262-278 #3 281-302 #4 304-319 | <u>Supervisory Beliefs Inventory due no later than March 24, 8:00a.m.</u> <u>Supervisor’s Self Assessment due—March 23, 6:00p.m.</u> |
| March 31 | <ul style="list-style-type: none"> •Clinical Supervision Process. <ul style="list-style-type: none"> • Review lesson analysis elements. • Assess 5 classroom segments. • Identify observation alternatives. •Developmental supervision behaviors | Glickman Pgs. 114-157, 181-199 | Group demonstrations on developmental supervision behaviors presented in class |
| April 7 | No Class/Spring Break | | |
| April 14 | Clinical Supervision continued. <ul style="list-style-type: none"> • How does an effective supervisor plan for a post-conference? What are the elements of an effective post-conference? • Introduction to mediocre teaching. How do we confront institutional mediocrity? • How a supervisor creates conviction, competence | Platt Pgs. 1-34 | |

| | and control. | | |
|----------------|---|---------------------|----------------------------------|
| Session | Big Ideas/Essential Questions | Reading | Assignment Due |
| April 21 | <ul style="list-style-type: none"> • Review mediocre teacher profiles. • Discuss 3-D cycle and data sources that support leader evaluation. | Platt Pgs. 35-89 | Clinical supervision project due |
| April 28 | <ul style="list-style-type: none"> • Elements of an effective teacher improvement plan. • Group role-play of summative evaluation conference. • | Platt Pgs. 91-140 | Teacher Improvement Plan due. |
| May 5 | <ul style="list-style-type: none"> • Collective bargaining impact on teacher supervision. • Introduction to FRISK Model & Progressive discipline. • Guest lecturer-Dr. Gray re: Introduction to Walkthrough Observations | Platt Pgs.141-152 | Dilemma of Practice Project due |

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|---------------|---|--|--|
| <p>May 12</p> | <ul style="list-style-type: none"> • How does a supervisor detect early signs of mediocrity? • Developing a teacher interview process • Formative and summative evaluation • Writing a final summary evaluation | <p>Platt Pgs.153-191</p> <p>Glickman Pgs.216-222</p> | |
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Course Requirements

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| 1. Class attendance/participation | 10 points |
| 2. Clinical Supervision Cycle | 25 points |
| a. This assignment satisfies the requirement of Task 8A as noted in your Field Experience Handbook | |
| 3. Supervisory Beliefs Inventory | 10 points |
| 4. Supervisor Self-Assessment | 5 points |
| 5. Dilemma of Practice Report | 10 points |
| a. This assignment contributes to Task 4A as noted in your Field Experience Handbook | |
| 6. Group demonstration re: developmental supervision behavior | 15 points |
| 7. Improvement Plan, Summative Evaluation Report and Role-Play | 25 points |

100 points

Evaluation System

| | | |
|----|---|--------|
| A | = | 94-100 |
| A- | = | 90-93 |
| B+ | = | 88-89 |
| B | = | 82-87 |
| B- | = | 80-81 |
| C+ | = | 78-79 |
| C | = | 72-77 |

University Expectations

SDSU rules and regulations concerning graduate students can be found in the Bulletin of the Graduate Division. The bulletin can also be accessed on line at:

<http://coursecat.sdsu.edu/GB0203/index.html>

Disability

Students with special needs (as specified in the Americans with Disabilities Act) should notify the professor immediately so that special accommodations may be considered.

Student Appeals

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

1. Talk to their professor of record or Program Coordinator (depending on the issue)
2. If the issue is not resolved, talk with the Program Coordinator
3. If still not resolved, talk to the EDL Chair.
4. If the chair does not resolve the problem to the student's satisfaction, the student can send a letter of appeal to the Department of Educational Leadership's Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>

Field Trips and Liability Coverage

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless SDSU, the State of California, the Trustees of the California State University and Colleges, and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have the current automobile insurance.

Absences for Religious Observances

By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.

Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.